

Professional Development Module

Turning Around-Low Performing Schools

Presenter's Notes

Slide #1

Preparation: Parking lot, small groups, pencils, sticky notes, highlighters, markers, chart paper, popsicle sticks, cup for popsicle sticks, piece of full size blank paper for each participant (cardstock works best), large construction paper, package of M&M's or Skittles—enough that each participant can have four pieces of candy

Say: *Welcome to the Train the Trainers Module for the Turning Around Chronically Low-Performing Schools module. I'm glad you're here! This is an important subject and although there are no "quick fixes," there are powerful proven practices that, when implemented, can turn around low-performing schools. This is what we will be studying today.*

Introduction

Introduce yourself briefly, and establish rapport with the audience. You may begin by detailing your background in education. It is important to start out with information that assures participants of your knowledge base, and also lets them know that you understand their situation.

Note that this training identifies practices that can quickly improve the performance of chronically low-performing schools—a process commonly referred to as creating “turnaround schools.” Note that we will use this term “turnaround schools” often today. Turn around schools are those meeting two criteria:

- They began as chronically poor performers—with a high proportion of the students failing to meet state standards of proficiency in mathematics or reading as defined under No Child Left Behind for two or more consecutive years, and

They showed substantial gains in student achievement in a short time—no more than three years.

If you are able, share a successful experience regarding the work of turning around chronically low-performing schools.

Review the agenda for the day. Point out the parking lot chart you have made and hung in the room. Let them know that we are going to keep a swift pace and that they can use the Parking Lot to post questions that don't intimately relate to the content at hand. You encourage questions, but in the interest of engagement and getting them geared up and prepared for this module, the training will be moving at a swift pace. They will be busy! Let them know you will check the parking lot during breaks and at lunch (if applicable) to ensure that questions are answered.

Handouts: Explain that the handouts are what we will be using for activities throughout the module, and we will be references them often. Many of the handouts are taken from the Doing What Works website, and some may be from the Montana Office of Public Instruction.

Popsicle Sticks

Explain that interestingly, one of the methods for student engagement and accountability that is spotlighted in the instructional portion of the presentation today will be the use of popsicle sticks. For that reason, we will also be using popsicle sticks for random, individual turns. Reduce participants' anxiety about the use of popsicle sticks by noting the following:

- You will not call on individuals without providing “think time” first
- In most instances, they will have an opportunity to share with a partner before individual turns
- We will see later today how a high school teacher effectively uses popsicle sticks for checks for understanding and accountability.

Direct participants to write their first name and last name initial on a popsicle. Then, have participants pass their popsicle stick to one person at the table. As you begin the orientation to materials, the one person from the table group should quickly place their table’s popsicle sticks in the cup you have provided up front.

Quickly walk participants through the materials for the module, pointing out the sections below. As you point out each section, have participants tab each section with a sticky note.

Orientation to Materials

- **Professional Development Lesson Overview and Visual Diagram:** Explain that the diagram is simply the overview diagram for the module—we will discuss this diagram in more depth in a moment. Explain that the lesson plan is very important for their own implementation of the module, as it provides an overview for each slide and activity, coupled with the recommended time for each slide and activity. This lesson planning chart is extremely helpful not only in their own preparation, but also if they have to spread out the module over several smaller sessions, as it can help determine what can be covered for each session.
- **Presenter Notes:** Explain that the presenter notes are simply the slides with the notes for the presenter. Note that participant notes or any media, such as a movie, is needed, this is detailed on the bottom left-hand corner
- **Participant Notes:** Explain that the participant notes are simply the slides in a handout format so that participants can take notes during the presentation.
- **Handouts:** Explain that the handouts are what we will be using for activities throughout the module, and we will be references them often. Many of the handouts are taken from the Doing What Works website, and some may be from the Montana Office of Public Instruction.

Explain that as you work today, you will be using a signal to let participants know when discussion time is ending and that you need their attention up front.

Model/practice the signal you will use to bring the group back together after small group discussions and activities (ex., count down, hand raise, cue word, etc.)

Then, move to the next slide to establish additional norms for the day.

Media: No media

Handout: No handout

Slide #2:

Preparation: Chart paper with group norms listed: Be punctual (sessions, breaks, lunch, small group work), let others finish what they are saying without being interrupted, show respect for each other's opinions, be brief and to the point when speaking, agree to disagree, give everyone a chance to speak, build on each other's ideas, sit next to different people, transition quickly, follow presenter's directions and signals

Ask: *When teaching in a classroom setting, how many of you begin by teaching your students classroom procedures and rules?* (raise of hands)

Why is this important? Direct participants to turn to a partner sitting next to them and share one reason that teaching procedures and rules is important. Randomly call on a few participants to share out.

Explain that for these same reasons, it is important that we have procedures and norms in place for today's training.

Explain that this is going to be an active and quick moving training, and as such, active training groups require direction and guidance. Note that we are going to be doing many partnering and group activities.

One of the first steps in gaining leadership of a group and promoting group cohesion is to set up ground rules that provide agreements about how the group will interact and work with each other.

Point the chart paper with the following list of group norms:

- Be punctual (sessions, breaks, lunch, small group work)
- Let others finish what they are saying without being interrupted
- Show respect for each other's opinions
- Be brief and to the point when speaking
- Agree to disagree
- Give everyone a chance to speak
- Build on each other's ideas
- Work with new people
- Transition quickly

- Follow presenter's directions and signals

Use the close procedure to read through the chart. In oral cloze reading, participants follow along silently while the presenter reads aloud. Then, the presenter pauses at significant parts in the text and waits for the participants to "fill in blank", ie., the missing word chorally.

When finished, ask the group if there are any additional rules that they would like to add to the list; record any additional suggestions.

[click]

Describe SLANT: Have participants locate this routine card in their materials.

S = Sit up (good posture keeps you alert)

L = Lean forward (this shows interest to your speaker)

A = Ask questions (do this by raising your hand, putting the questions in
your notes,
and to yourself)

N = Nod your head (or else shake your head, or show your understanding
or confusion
in some other
way)

T = Track your speaker (keep your eye on the speaker to take in
important non-verbal
clues and to stay alert and interested)

Give a quick reminder to have cell phones on silent mode. Be clear that conversations should be limited to partner or small group discussions as sidebar conversations can be distracting to those around you. Go over when the scheduled breaks will be and where the restrooms are located.

Then, add the following norms to the piece of chart paper: *SLANT, silence cell phones, avoid conversation sidebars.*

ACTIVITY: CREATING NORMS

5 minutes

1. Ask participants to assemble with those sitting next to them into groups of 3-4.
2. As a group, they should discuss each norm on the chart and then, as a group, select three that they consider most important from the list.
3. Then, have groups designate one person from their group to be the group leader. Explain that we are going to tally which norms they consider to be the most important.
4. To do this, you will read each norm on the chart. If the norm is one of the top three that the group chose, the group leader should raise their hand.
5. Record the tally next to each norm statement on the chart.
6. End the activity by noting how of [state norms here that had the most tallies] are clearly valued and that in order to be productive, it is important we all follow the norms.

Keep the chart posted where all can see and refer to the norms as necessary. For example, it helps to be able to point to “be punctual” and say, “Remember that we all agreed to be back from breaks on time”. Similarly, use the norms to compliment the group for following the norms.

No media

No handouts

Slide #3

Preparation: Ball, chart paper, markers

Use the following activity as an icebreaker and to have participants introduce themselves to the group.

ACTIVITY: BALL GAME

3-5 minutes

1. Ask all of the participants to stand in a circle. Make sure they are not too far apart or too close together.
2. Give one person a small ball (tennis balls work well) and ask them to throw it to someone else in the circle.
3. The person who catches it says their name and one thing they like about their job. That person then throws it to another person who does the same.
4. As the ball moves around the circle, everyone in the group gets to learn one another's name. Much more fun than name tags!
5. If you'd like, make it more fun by tossing the ball a second time around the circle, but only with names this time. Time the exercise and see how fast the participants can get the ball around the circle.

Direct participants to head back to their seats. As they do so, tell them they should think of one outcome they would like to get out of today's training—what do they want to learn? Once they get to their seat, they should write this outcome on a sticky note.

ACTIVITY: PARTICIPANT OUTCOMES

5-7 minutes

1. Explain that for this next activity, they should designate one person to be the recorder for their table groups.
2. You will give them 2-3 minutes to "whip around" their tables and share what they've written on their sticky. As each person shares, the recorder should be taking notes.
3. After everyone in the table group has shared, the recorder should read the recorded list back to the group. From there, they should decide as a group the ONE outcome from the list that they believe is the most important.
4. Once most groups appear finished, ask each recorder to stand. Meanwhile, designate someone from the group to be your recorder (it needs to be someone who is not currently standing).

5. Then, do a quick “whip around,” having each recorder share the one outcome their group chose. As they share, your recorder should write down the outcomes on a piece of chart paper.
6. Use these outcomes to guide your training. Discuss what will be covered today and, if necessary, what is not part of this module.
7. If there are any outcomes listed that are not part of the module, tell participants that you will direct them to other resources that may help them.

No media

No handout

Slide #4

Say: As I stated previously, this training is going to be an active and quick moving training. You will be participating in both partnering and small group activities. One of the ways we are going to organize our group work is through the use of an appointment clock. Please don't panic—I know the appointment clock shows six o'clock and nine o'clock—I promise this is just for grouping purposes, I won't be keeping you here until nine o'clock! 😊

ACTIVITY: APPOINTMENT CLOCK

3 minutes

1. Ask participants to turn to the appointment clock in their handouts.
2. Explain that they will have two minutes to find four different people in the room to complete their appointment clock. Remind participants of the group norm of quick transitions.
3. Remind them that as they make an appointment, each must write the other's name in the same time slots on the clock face. Note that only one appointment can be made with someone from their table—the remaining appointments should be made with a person from another table. Encourage them to make appointments with someone new!
4. Give participants time to fill in their appointment clocks, and then use your signal to direct them back to their seats. If some end up with an empty slot, tell them not to worry—when you call out that appointment time, they can simply find a partner pair to make a group of three.
5. Use your agreed upon signal to bring the group back.

Media: No media

Handout: Handout 1 Appointment clock

Slide #5

Say: This visual diagram illustrates the four recommended practices based on the findings and recommendations presented in the Institute of Education Services practice guide for Turning Around Chronically Low Performing Schools.

Give participants a moment to read through the diagram. Explain that around the New Horizons School, they will see the implementation recommendations from the IES guide, including Improved Leadership, Quick Wins, Committed Staff, and Focus on Instruction. Each area of focus has related recommended practices that are bulleted under the focus area.

Say: These four practices provide help for chronically struggling schools to raise student achievement dramatically and quickly, within one to three years. We will discuss each of these four focus areas and the recommended practices in depth throughout our training today.

No media

Handout: DWW Visual Diagram

Slide #6

Explain that the Doing What Works website follows a consistent format in every practice that is recommended. This format includes:

Practice Summary: An overview of the recommended practice

Learn: Learning What Works with the given recommendation—theory

See: An opportunity to see examples of the practice in action

Do: Activities that have been designed to support planning and application of the given practice

Note that we will follow this same format in each recommended practice that we look at today. Note that by following this format, the training will not just be theory based, but will provide them an opportunity to see how the practice has been successfully implemented in diverse schools, and then apply the practice themselves. Note that this same format aligns to good instructional practices.

Media: No media

Handout: No handout

Slide #7

Say: *The materials used today will be from the Doing What Works Website, as well as connected materials from the Montana Office of Public Instruction. As I discussed on the previous slide, the Doing What Works Website follows a specific sequence in every recommendation.*

There are so many materials and resources available that it would be almost impossible to fit everything into this training module. If you are wanting more information or materials, the DWW website is overflowing with additional resources, and I encourage you to explore the site.

This inventory sheet is a gold mine, as it summarizes all that is available on the website for the subject of Turning Around Chronically Low-Performing Schools.

Walk participants through the inventory, noting the following:

- The practice summary shows everything that is available overall for the topic. Everything here is “big idea” oriented.
- From there, you will move into each recommended practice. As they will see on page 2, the first recommended practice is improved leadership. Note that it begins with a summary, or overview, of the practice. From there, it moves into the LEARN, SEE, DO model.
- There is a variety of media for them to explore and use. The first column of the inventory sheet outlines the type of media available.
- Types of media include the following:
 - Multimedia Overview
 - Video Interviews: From experts (researchers) and from practitioners
 - Audio Interviews: From experts and from practitioners
 - Classroom Videos
- Direct participants to the DO what works for Improved Leadership, located on page 5 of the inventory sheet. Note that in the do what works section, instead of media, there are mainly various types of assessment tools, questionnaires, and planning templates available so that they can then get started on the work on their own school/site.

Provide participants a few minutes to look over the inventory to get familiar with the different components and set up of the site. Point out that the inventory is not something they can currently find on the DWW website, but that the OPI will have them available to download for any of the professional development modules that are tied with DWW.

Transition to the next slide by tell participants that the training will be structured just as DWW is structured—as such, we will begin with the summary or overview of the topic.

Media: None

Handout: Handout 3 Inventory of *Doing What Works* (dww.ed.gov) Professional Development Materials, Turning Around Chronically Low-Performing Schools

Slide #8

Use this slide as an anticipatory set for the training topic.

First, remind participants that our topic today is Turning Around Chronically Low Performing Schools.

[click] Then, direct participants to silently read the quote to themselves. When most appear finished, ask: *How might this thinking connect to chronically low-performing schools?*

Give table groups a moment to discuss. Note that an administrator is actively involved in defining high expectations—both behavioral and academic. Furthermore, good leaders are less likely to base their expectations on adult beliefs about biosocial characteristics.

Then, conclude by saying: *Many of us know that setting high expectations is critical—but we need the HOW—a guide—to achieve these high expectations. That is the focus of this training module-the HOW. Let's begin.*

Media: None

Handout: None

Slide #9

Say: Through studying high risk schools that beat the odds, researchers have identified four research-based practices that together constitute a coherent approach to the myriad of challenges in low-performing schools.

Although schoolwide reform models exist, most assume a slow and steady approach to school reform. Chronically low-performing schools, however, need quick turnaround.

This module takes key findings from research—studying schools that have beat the odds—and describes practices that quickly and dramatically improve student achievement in low-performing schools.

Watch this brief overview to learn about the key recommendations for Turning Around Chronically Low-Performing Schools.

Direct participants to the Turning Around Chronically Low-Performing Schools video reflection sheet. Explain that they should answer the questions on the handout as they watch the media overview.

Once the media overview is finished, quickly go over the handout questions, discussing big ideas. Then, complete the Quick Write activity.

ACTIVITY: QUICK WRITE

5 minutes

1. Tell participants they will now have one minute to complete a Quick Write.
2. As they complete the Quick Write, they should reflect on two items. First, what is one specific practice recommended in the video do you want to know more about? Then, list one way that this practice might help your school or district.
3. Direct participants to record their reflections in the box provided at the bottom of their video handout.
4. After the minute is finished, tell participants to meet with their six o'clock APPOINTMENT PARTNER.
5. Remind participants of the group norm of quick transitions.. They will have three minutes—one minute each to share, and one minute to find their partner and then head back to their seats.
6. Once they have found their partner, they should share their quick write reflections
7. Conclude by using popsicle sticks to randomly call on 2-3 participants to share out with the whole group.

Media: Multimedia Overview: Turning Around Chronically Low-Performing Schools (6:37)

Handout: Handout 4 Turning Around Chronically Low-Performing Schools Reflection Page

Slide #10

Say: *The 1st recommended practice in the IES Practice guide is to Signal the Need for Dramatic Change With Improved Leadership. Let's look at this first recommended practice in more detail.*

Media: None

Handout: None

Slide #11

Say: *Research shows that turnaround schools have powerful leaders who focus the staff on the change effort. This can be done in three key ways.*

[click] **Appoint a new principal to change leadership practices in the school.** *New principals can signal change in a number of ways: a) through setting clear expectations for students and staff, b) by initiating a culture of change on the first day, and c) by sending the message that business-as-usual will not be accepted; everyone needs to change. Signal change with new practices implemented by the current leader.*

[click] **Signal change with the current principal by radically changing leadership practices.** *A willingness to change and do whatever it takes to raise student performance is essential. The principal could participate in specialized training and learn strategies to establish a stronger direction for the school. The existing principal should examine and then eliminate the factors that impede change by becoming an instructional leader, establishing a stronger direction for the school, and becoming more accessible to staff.*

[click] **Publicly announce changes and anticipated actions.** *An aggressive marketing campaign can change the community's perception of the school and develop community commitment to improvement. To educate the community, the principal can hold coffees with parents and community members, meet with prospective students, and establish partnerships with businesses and institutions of higher education. It is important to sell the fact that change has come to the school.*

Explain to participants that they will have an opportunity to explore these practices even further by watching a short video that discusses these key concepts in more detail.

Media: No media

Handout: No handout

Slide #12

Say: *We are now going to watch a media overview for the recommended practice of improved leadership. You will see in this overview how important it is that schools make a clear commitment to dramatic departures from the status quo, and the leader should signal the magnitude and urgency of that needed change. A low-performing school that fails to make adequate yearly progress must improve within a short timeframe; it does not have the luxury of years to implement incremental reforms.*

As you watch the overview, please take notes, listing what you consider to be the five most important points of the overview. We will do an activity involving your five key points once the overview is finished.

Show the overview. Once the media overview is finished, complete the activity below.

ACTIVITY: 5, 3, 1 REFLECTION

8-10 minutes

1. Tell participants they will now have a moment to share their five key points with a partner. However, we will not use the appointment clock for this activity. Instead, they should pair up with a person sitting next to them—from now on, this person will be their “shoulder partner.” We will use shoulder partners throughout the module.
2. The partner whose birthday is closest to the presenter’s (write your birth date on the board) will be partner A; the other will be partner B.
3. Partner A will have one minute to share their five key points.
4. Partner B should then repeat the same process.
5. Direct participants that they will now have one minute to work with their partner and take their ten key points (five each—ten total) and narrow it down to three that they consider to be the most critical out of the ten shared.
6. Give partners time to narrow down their points.
7. Explain that now, as table groups, partner B should quickly share their pair’s three points. Once all partner pairs have shared, the table group should work together to use what was shared to determine ONE KEY POINT of information they received from the overview. Explain that this can be an inflated statement including several ideas. It is meant to be a synthesis.
8. Bring everyone back together and then call on each table group to share their key idea to the whole group.

Conclude by saying the following:

A change in leadership practices, either with a new principal knowledgeable about turnaround strategies or with turnaround training for a continuing principal, shows that the school will be setting a new direction for improvement. Installing a new principal with turnaround experience or training can immediately signal change. If a change in leadership does not take place, the existing principal may signal change by substantially reforming existing leadership practices.

Make clear that it is the principal that sends the message that everyone, including leadership, must change the

daily school operations and the way instruction is delivered.

To close, share this quote from Einstein: *The definition of insanity is doing the same thing over and over again and expecting different results.* 😊

In a turnaround situation, how business was done before must change dramatically if there are to be different results.

Media: Multimedia Overview: Signaling the Need for Dramatic Change with Improved Leadership (8:38)

Handout: No handouts

Slide #13

Say: *We are now going to move to the LEARN component for improved leadership. As we listen to Dr. Hassell, we'll learn more about the importance of strong leadership in turnaround schools and the role that school principals play in signaling the need and direction for change.*

Direct participants to the Two Column Chart for Improved Leadership. Explain that they will use this chart to record important information throughout the remainder of the recommended practice of Improved Leadership.

Explain that as they watch the video, they should write any “big ideas” for improving leadership in the left-hand column, under “Methods to Signal Change.” Then, in the right-hand column, under “Actions to Support the Method,” they can write any specific ways that big idea method can be implemented.

For example, one of the big ideas in the video is that leaders make clear that change is mandatory (direct participants to write this down). One of the actions that leaders can take to support this message is to observe teachers and provide feedback around the change.

Explain that they should continue to write these big ideas and supportive actions as they watch the video interview. Once the video is over, they will use the information they've written to complete an activity.

Show the Video.

Media: Expert Interview: *Signaling Change* (3:56)

Handout: Handout 5 Two Column Chart for Improved Leadership

Slide #14

Tell participants that they are now going to have an opportunity to reflect on the video in small groups. As they reflect, they should focus on the questions posted on the slide.

ACTIVITY: VIDEO REFLECTION

10-12 minutes

1. Quickly review the agreed upon norms for group work. Then, direct participants to take their Two Column Chart and meet with their twelve o'clock APPOINTMENT CLOCK PARTNER.
2. Once they have found their partner, they should find another partner pair next to them to form a group of four.
3. In their group of four, they should discuss with their groups their reflections, using the questions on the slide as a guide.
4. Once most groups seem finished, direct participants back to their seats.
5. Use popsicle sticks to randomly call on participants to share out their group's ideas and reflections.
6. Conclude by noting the following:
 - Turnaround leaders must personally analyze data to pinpoint the big problems.
 - Successful leaders need to be willing to break norms, rules, and traditions.
 - Leaders must make clear that change is mandatory.
 - Turning a school around should start with high-visibility "quick wins" to show the staff and community that change is possible and to build momentum.

Media: No media

Handout: No new handout

Slide #15

Say: *We are now going to move to the SEE component for improved leadership—remember, this component helps us to see how the theory is implemented in the “real world.” As we do this, we are going to look at improved leadership from two important perspectives: Bringing in New Leadership and Changing Leadership Practices.*

[click] *Let’s begin with bringing in new leadership.*

Media: No media

Handout: No handouts

Slide #16

Direct participants to silently read the quote on the slide to themselves and then highlight five key words. Then, direct B partners to whisper read the quote to A partners. Once they are finished, A partners should summarize the quote into their own words.

Discuss that much about improved leadership involves the leader being in the trenches with teachers and staff, problem solving. The administrator must work with staff to build a clear vision with aligned goals so that everyone knows where they are heading and what is expected.

Effective leaders know to focus on a few clearly articulated, agreed upon, and measurable goals around which the staff energy and resources are focused.

From there, effective leaders use these goals to expand into a few coordinated objectives, each with an action plan and manageable scope. Most importantly, the leader must be focused on instruction, which includes the following actions:

- Promote quality instruction—being more active in planning and evaluating total instructional program
- Supervise and evaluating instruction—study and read about the classroom instruction, visit classrooms OFTEN—know what you're looking at! Participate in activities, volunteer to teach part of a lesson
- Provide specific feedback about teaching learning process—(must know program to do this)
- Counsel poor instructors to leave classroom
- Allocate and protecting Instructional Time
- Stress policies that provide uninterrupted blocks of instructional time
- Ensure that literacy is taught at times least likely to be disturbed by school events
- Buffer teachers from outside interruptions of classroom learning times

Transition to the next slide by saying: *Let's look at some specific examples of how effective leaders use these actions to lead a turnaround process.*

Media: No media

Handout: No handouts

Slide #17

Say: *We know from watching the media overview of this recommended practice that a new leader has a different set of challenges because the new leader doesn't know all the players, doesn't know all the relationships, doesn't know all the history of a school.*

That can be an advantage to a large degree, but the new leader has to quickly get up to speed on the politics within the school, on the relationships that exist beforehand, on what kinds of staff and parents and community members might be allies for the change effort and which ones might be naysayers or "underminers" of the change effort.

And that's a lot to get up to speed on quickly, but it's vital for a new leader because then the leader can signal the changes needed and what is needed to be done in order to move the school ahead.

Explain that we are now going to watch a slideshow that outlines the steps that Jarvis Sanford, the principal of Dodge Renaissance Academy, took to plan the school turnaround process, obtain staff and community support, and increase students' performance and love of learning.

Tell participants to pay close attention to the methods and aligned actions Sanford takes to lead the school to turnaround, as they will be doing an activity with this information in a moment.

Show the video.

Media: Engaging Teachers and Students Through Strong Leadership (1:03 min.)

Handouts: None

Slide #18

Preparation: large construction paper and markers

Say: *Let's look at a second video of a new principal who also had to signal change and establish a climate for learning. As you watch, be thinking about the similar methods and aligned actions each principal—both Dr. Sanford and Ms. Elder—took to signal change.*

Show the video.

After the video is finished, complete the activity.

ACTIVITY: VENN DIAGRAM

8-10 minutes

1. Tell participants that they will work in table groups for this activity.
2. Pass out a piece of large construction paper and a marker to each table group.
3. Tell participants that their first task is to determine who in their group will be the recorder. This person should have the paper and marker, as they will be recording the group's ideas.
4. Direct the recorders in each table group to draw a large Venn diagram on the piece of construction paper.
5. Then, tell participants that they will have about 4 minutes to work in their table groups and discuss the two videos.
6. As they discuss, they should determine the similar methods and actions of Ms. Elder and Dr. Sanford in the turnaround process, as well as the methods and actions were different. These should be recorded on the chart.
7. Bring the group back together. Then, tell participants to assign a person from their group to be the spokesperson. Note that the recorder *may not* be the spokesperson—it must be a different member of the group.
8. Quickly have each group spokesperson share one similarity from the Venn diagram.
9. Once groups are finished sharing, direct participants to take out their Two Column Chart for Improved Leadership.
10. Give participants a moment to add one new method and aligned action to their Two Column Chart for Improved Leadership.

Media: Video Interview: Establishing a Climate for Learning (6:05)

Handout: No new handouts

Slide #19

[click] Say: *We are going to continue with the SEE component for improved leadership by looking at how a current administrator can signal change by drastically changing past leadership practices.*

Explain that existing leadership has a unique challenge in a turnaround situation because staff is not necessarily expecting the current leader to exert the kind of bold leadership that is needed for a turnaround. For this reason, it is important that the current leader take ownership of the problems that the school has, not pointing the finger elsewhere but saying, “I have been here. I have been working on this for a few years, and I haven’t done what I need to do.”

Explain that this is critical for several reasons. First, it shows the staff that the leader is taking *personal responsibility* and is committed to the change. The more specific a leader can get about what isn’t working, the more credibility the leader has then to say, “Okay, we are moving to a new phase here.”

Media: No media

Handout: No handouts

Slide #20

Say: *We know that in order for change to happen, educators must be committed to making a difference. This difference directly relates to the mission, vision, and goals of the school.*

Leaders and teachers must be willing to do “whatever it takes” to reach the goals.

However, this “can-do” attitude must be aligned with the objectives and goals. If there is not alignment of the work that is being done (the effort)—with the mission, vision, and goals (purpose and direction)—THE WORK IS NOT RELEVANT.

Everything that a school does must be directly aligned with the outlined mission, vision, and goals.

Explain that most organizations have an outlined mission and vision. Let’s reflect, though—is that stated mission and vision REALLY what their school is all about? Is the stated mission and vision what everyone aligns their work to?

Explain further by saying: *A clear mission and vision work like a guided missile. They are propellants. We don’t want to be like the pilot who announces to his passengers that he has bad news and good news, saying “Hey, the bad news is that we are lost. We don’t know where we’re going. But the good news is that we have a favorable 200 mile per hour tailwind!”*

The tailwind is no good if we don’t know where we are going. Like the pilot, without an anticipated route with a clear map to get to the destination—mission and vision—we are going nowhere fast.

Bottom line? If we do not have a clear mission and vision that everyone believes in—in which everyone TRULY LIVES BY AND CENTERS THEIR WORK AROUND—we will mistake activity for accomplishment.

Give participants a moment to let this information sink in. Then, explain that you are going to help them reflect further on their school’s mission, vision, and goals by looking at this topic in more detail.

Media: None

Handouts: None

Slide #21

Explain that Waterford High School—a successful turnaround school that we be looking at and studying throughout this module—has established instructional norms for their school. These norms are something we will look at later in this module, when we focus on improving instruction in turnaround schools. However, before a school can truly establish instructional norms, the leader and staff must work together to redefine their mission statement and vision—as it is the mission statement and vision that will help drive changes in instruction.

Ask participants: *What is your school about? Can you currently say, off the top of your head, your school's mission and vision? And if so, is that mission and vision TRULY what your school is all about? Is everything you do within your school centered around that mission and vision?*

Direct participants to the Waterford High School New Teacher Orientation Manual handout.

Explain that Waterford High School provides a New Teacher Orientation Manual to orient staff to a culture that focuses on continuous conversations and collaboration to improve instruction.

It presents the mission, vision, five pillars, instructional norms and goals, and administrative procedures. Right now, we are going to look only at the Introduction, Mission Statement, Vision, ESLR's, and 5 Pillars of Waterford High School.

Once we are finished reading about these, we will watch a short video of the principal of this high school discuss he and the staff hand to CHANGE and REDEFINE what they were doing—and that is how this manual came about.

Tell participants that they are going to work in jigsaw groups for the next activity centered around this manual. Before beginning the activity, refer to and review the training norms set at the beginning of the day.

ACTIVITY: WHAT'S OUR VISION? JIGSAW

7 minutes

1. Direct participants to the Waterford High School New Teacher Orientation Manual in their handouts.
2. Direct participants to “count off” 1-4, until every person has a number. Then, have participants to assemble in groups of 4, with numbers 1-4 being represented in each group (they shouldn't have to move around too much to do this.)
3. Assign each person in the jigsaw group the following sections from the Waterford Orientation Manual:
 - 1's: Overview of Mission, Vision, Principles, and Goals (note that this is NOT part of the Waterford Manual—it's a separate handout)
 - 2's: Waterford HS Introduction, Mission Statement, and Vision
 - 3's: Waterford HS ESLR's
 - 4's: Waterford HS 5 Pillars

4. Direct participants to individually read their assigned reading, highlighting critical information that they would like to share with their group. Provide about 1 ½ to 2 minutes for this.
5. Then, beginning with 1's, have participants summarize what they read to their jigsaw group. 2's, 3's, and 4's should then continue in the same manner.
6. Once most groups appear finished, direct participants back to their seats.

Conclude by explaining that in a moment they will have time with their jigsaw groups to reflect further on this information. Before they have this discussion, however, it will be helpful for them to view a video interview of the

Waterford High School principal as he further explains the Waterford mission, vision, ESLR's, and Five Pillars.

Media: No media

Handout: Handout 6 Mission, Vision, Principles, and Goals handout; Handout 7 Waterford High School New Teacher Orientation Manual

Slide #22

Say: *We know that successful turnaround schools often follow a core set of principles that target immediate areas of change.*

Watch as Don Davis, the principal of Waterford High School, describes the core principles that guided this school improvement process, which include personalization, focus on content standards, and use of instructional time.

Show the video.

After the video is finished, complete the activity.

ACTIVITY: JIGSAW REFLECTION

8-10 minutes

1. Direct participants to reassemble into their jigsaw groups.
2. Then, direct participants to the second page of the Jigsaw Reflection handout.
3. Explain that they should use these questions to reflect and discuss in their groups.
4. When most groups appear finished, direct participants back to their seats.
5. Use popsicle sticks to randomly call on participants to share out their group's ideas and reflections.

Conclude by noting the following:

- Simply establishing a mission, vision, and principles is not enough—all work that the school and staff does must be centered around this mission, vision, and principles.
- There must be collaborative agreement on the school's mission statement, which includes the school's vision, beliefs, and expected student outcomes.

Media: Video Interview: The Five Pillars That Guide Change (4:39)

Handout: Handout 8 Jigsaw Reflection

Slide #23

Provide a segway into the activity by reminding participants that if there is not alignment of the work that is being done in a school with the mission, vision, principles, and goals—**THE WORK IS NOT RELEVANT**. Everything that a school does must be directly aligned with the outlined mission, vision, principles, and goals.

ACTIVITY: RETHINKING WHAT WE ARE ABOUT

15-20 minutes

1. Direct participants to assemble into same school groups.
2. Then, direct participants to the last two pages of the Changing Leadership Practices handout.
3. Explain that they should work through the chart provided on these pages, adding their own school's information.
4. From there, they should reflect and discuss in their groups. Where are they in this process? Where do they need to improve? What are their next steps? Does anything—their mission, vision, principles, or goals—need to be redefined?
5. After about fifteen minutes, direct participants back to their seats.
6. Use popsicle sticks to randomly call on participants to share out their school's ideas and reflections.
7. Give participants a moment to add one new method and aligned action to their Two Column Chart for Improved Leadership.

Media: No media

Handouts: Handout 9 Changing Leadership Practices

Slide #24

Say: *We are now to the DO portion of Improved Leadership. There are several tools in your handouts that you can use as you move forward in this process for your district and school.*

We will look at the resources available from three levels: District, school, and principal.

1. Direct participants to the District Planning Template. Say: *This is a planning template for district-level personnel that offers key actions to facilitate the work of districts in turning around low-performing schools. Key actions are presented for district leadership, research-based instructional strategies, teacher quality, enrichment programs, and engaging families and the community.*

Give participants a moment to read through the District Planning Template.

2. Then, direct participants to the School Planning Template. Say: *This planning template, is aimed for school- and district-level personnel, and offers key actions to facilitate school turnaround efforts.*

Key actions are presented for leadership, instructional feedback, and organizational practices, teacher quality, monitoring of instruction, use of data for planning, collaborating with families and the community, and ensuring a supportive learning environment.

Give participants a moment to read through Principal Self-Reflection.

4. Direct participants to the Leadership Needs Assessment. Say: *The questions and chart in this tool can be used to assess the need for immediate changes in leadership strategies to enable the beginning of a turnaround process and the school's readiness for change. It can be used by both existing and new leadership.*

Give participants a moment to read through Leadership Needs Assessment.

Direct participants to work through any of the relevant planning templates, as would fit your training group.

Conclude by direction participants back to the notes they've written on their Two Column Chart for Improved Leadership. How might these tools help them implement the actions they've outlined on their chart? Provide time for discussion.

Media: No media

Handout: Handout 10 District Planning Template; Handout 11 School Planning Template; Handout 12 Leadership Needs Assessment; Handout 13 Principal Self-Reflection

Slide #25

Say:

The 2nd recommended practice in the IES Practice guide is to maintain a consistent focus on improving instruction. Let's look at this practice in more detail.

Media: No media

Handout: No handout

Slide #26

Say: *Research shows that turnaround schools focus on improving instruction at every step of the reform process. There are several key concepts for focusing on instruction.*

[click] **Conduct a curriculum review.** *This includes having the staff work together to review the curriculum for alignment with state and local standards to ensure all standards are being adequately addressed in instruction.*

Teachers may need to modify or supplement the curriculum to address all standards. As part of this alignment, teachers can ensure assessments address the standards.

[click] **Examine school-level data.** *School staff can examine student achievement data to identify areas of weakness for the school, establish priorities for instruction, and make changes in those priority areas to improve teaching and learning. Schools used these data to focus their improvement efforts on specific programs and classes.*

[click] **Examine classroom-level data.** *The school can look at classroom-level data to identify teachers' strengths and professional development needs and strategize needed steps to improve instruction.*

The schools studied developed systems to help teachers understand and use the data to guide their teaching, disaggregating data to indicate specific areas of weakness in instruction.

[click] **Examine student-level data.** *At the student level, data were used to plan instruction to meet individual needs.*

Teachers modified instruction to meet the needs of all students, address gaps in student learning, and provide intervention instruction for those students who needed additional support.

[click] **Focus professional development on the areas of greatest need.** *Arrange for targeted professional development based on analysis of achievement and instruction, and provide individualized professional development plans for each teacher and subject that needs special attention.*

Schools may also provide job-embedded professional development, such as a full-time reading or mathematics coach.

Teachers can model lessons for colleagues, observe them teaching, and provide structured feedback; external technical assistance providers can visit the school regularly and provide support to teachers; and/or teachers can attend specialized learning academies.

[click] **Track progress and make adjustments.** *Ensure that school leaders and teachers monitor progress regularly and systematically make adjustments to strengthen teaching and student learning.*

Principals can take the lead in monitoring progress by making daily or frequent classroom walk-throughs, reviewing lesson plans, and critiquing lessons.

Teachers can work in teams and with the administration to monitor student progress and identify students who need additional support.

Explain that they will have an opportunity to explore these practices even further by watching a short video that discusses these key concepts in more detail.

Media: No media

Handout: No handout

Slide #27

Direct participants to the Maintaining a Consistent Focus on Improving Instruction notes and ideas handout.

Say: As you watch the overview, the following big ideas for instruction will be covered: analyze data, modify instruction, align instruction with standards, team collaboration, targeted professional development, and principal support. As you watch the video, you should fill in the second column, looking for specific examples of these big ideas. We will also continue to fill in the second column of the chart as we study this practice further and find additional examples.

Show the overview. Once the media overview is finished, complete the activity below.

ACTIVITY: PAIR SHARE

3-4 minutes

1. Tell participants they will now have a moment to share their notes with a partner. However, we will not use the appointment clock for this activity. Instead, they should pair up with a person sitting next to them—from now on, this person will be their “shoulder partner.” We will use shoulder partners a few times throughout the day.
2. The partner whose first letter of their first name comes first in the alphabet will be partner A; the other will be partner B.
3. Direct participants to quickly scan what they wrote down in the examples column on their notes page. From there, they need to put a star next to one idea or example that they found particularly interesting or noteworthy.
4. Partner A will have one minute to share their starred item. Once they share, they should also discuss *why* they chose it and how they could see this *implemented* in their school.
5. Partner B should then repeat the same process.
6. Conclude by bringing everyone back together and then using popsicle sticks to randomly call on 2-3 participants to share out with the whole group.
7. Note again that as we go throughout this portion of the training, they should continue to write down ideas and examples for each of the categories. They will have an opportunity to complete the third column as we conclude this portion of the training later on.

Media: Multimedia Overview: Maintain a Consistent Focus on Improving Instruction (7:39)

Handout: Handout 14 Maintaining a Consistent Focus on Improving Instruction Notes and Ideas Page

Slide #28

Say: *We are now going to move to the LEARN component for improving instruction, where we learn how these useful practices have been implemented in successful turnaround schools.*

In this particular interview, Dr. Joseph Johnson describes how a focus on relevant, narrow goals and an emphasis on student learning can make the same instructional practice work better in some schools than others.

This is an interesting concept—the idea that schools can implement the same things, but somehow, student achievement results are not the same.

Dr. Johnson discusses the critical differences in how successful and unsuccessful schools do business.

Direct participants to write the following big ideas on a big sticky note (one for each idea): Schoolwide Implementation, Matching Practices to Student Need, Narrow the Focus, and Student Learning.

Explain to participants that as they watch the video, they should add any additional information on the sticky note that they would like to remember for that topic. Once the video is over, they will use the information they've written to complete an activity.

Media: Expert Interview: Differences Between Successful and Unsuccessful Turnaround Efforts (7:45)

Handout: No Handout

Slide #29

Tell participants that they are now going to have an opportunity to reflect on the video in small groups. As they reflect, they should focus on the questions posted on the slide.

ACTIVITY: VIDEO REFLECTION 10-12 minutes

1. Direct participants to gather together their four sticky notes. Quickly review the agreed upon norms for group work.
2. Then, direct participants to meet with their twelve o'clock APPOINTMENT CLOCK PARTNER.
3. Once they have found their partner, they should find another partner pair next to them to form a group of four.
4. In their group of four, they should discuss with their groups their sticky note reflections, using the questions on the slide as a guide.
5. Once most groups seem finished, direct participants back to their seats.
6. Use popsicle sticks to randomly call on participants to share out their group's ideas and reflections. Then, give participants a moment to write down two "take away" ideas that they would like to add to their Maintaining a Consistent Focus on Improving Instruction notes and ideas page.

Conclude by noting the following:

- There are many ways to address a school's needs, but if instruction does not change, achievement will not change.
- Programs alone do not make the difference between high- and low-performing schools. The entire school staff must believe in the new practices being pursued and implement these practices to the highest fidelity possible.
- Successful schools focus on a small number of practices that match their students' needs, rather than getting caught up in making many changes for the sake of making changes.
- All practices must acknowledge that the ultimate goal is improving student learning. Teachers cannot merely present content—they must ensure that their students are learning. This is what Dr. Johnson meant when we said that schools must have a clear notion of what is the real result that they're trying to achieve.
- Teachers must constantly be looking for that evidence of learning—not just through assessments, but also through quick checks for understanding, which will discuss in more depth later. The bottom line is that great schools are constantly focused on, "Are the students learning, and are they learning well?" And wherever they are not, then they are constantly asking themselves, "How can we change our instruction? How can we improve it? How can we make it more effective?" No more just feeding the chickens! 😊

Media: No media

Handout: No new handouts

Slide #30

Say: *We are now going to conclude the LEARN component for focusing on improving instruction by watching a short interview, again with Dr. Johnson. His discussion will center around how the principal supports reform efforts in the area of classroom instruction.*

*As you watch, please write and add ideas to your Principal Support Column on your Maintaining a Consistent Focus on Improving Instruction Notes and Ideas Page **handout** by writing down any specific examples of what the principal can do to support instruction.*

ACTIVITY: PAIR SHARE

2-3 minutes

1. Tell participants they will need to narrow down their notes and share one specific idea shared from Dr. Johnson regarding how the principal supports a turnaround effort, particularly in the area of instruction.
2. To do this, they will share with the shoulder partner they identified earlier today.
3. This time, Partner B will share first. Partner A should then share.
4. Conclude by bringing everyone back together and then using popsicle sticks to randomly call on 2-3 participants to share out with the whole group.
5. Note again that as we go throughout this portion of the training, they should continue to write down ideas and examples for each of the categories. They will have an opportunity to complete the third column as we conclude this portion of the training later on.

Conclude by noting the following big ideas:

- Principals can help their schools improve instruction by being present in the classroom, checking if new teaching strategies are being successfully implemented.
- In order for principals to fully understand the strategies and how they should be implemented, it is imperative that the principal attend professional development around the strategies with teachers. The principal must be present.
- When teachers know that the principal is likely to observe them in action, teachers are more likely to use the new techniques they are being asked to adopt.
- The principal must win the trust of the school's teachers to ensure that they feel supported, and feel motivated to succeed and improve instruction.

Media: Expert Interview: The Principal's Role (3:55)

Handout: No new handouts

Slide #31

Say: *We are now going to move to the SEE component for focusing on improving instruction –this component helps us to see how the theory is implemented in the “real world.”*

As we do this, we are going to look at focusing instruction from three important perspectives: Setting Goals, Making Changes That Directly Affect Instruction, and Assessing Progress and Making Adjustment.

[click] *Let’s begin with setting goals.*

Media: None

Handout: None

Slide #32

Say: *We know from watching the media overview of this recommended practice that analyzing data—school, district, and individual—provides a starting point for schools to determine what areas need improvement.*

From there, schools can determine their vision and specific objectives, or goals.

We are now going to listen to two elementary principals describe their schools' focus for improving instruction.

As you listen, be thinking about the similarities between these two schools. They may have approached their turnaround efforts a little differently, but they have similar school improvement practices in the area of instruction. Be on the lookout for these.

ACTIVITY: PAIR SHARE 2-3 minutes

1. Tell participants they need to think of two similarities in the effective practices they heard about from the two schools.
2. Tell participants they will need to share the two similar practices with their shoulder partner. A's will share first, then B's.
3. After sharing, ask: *How did these similarities help the schools to set goals for improving instruction?* Provide think time.
4. Then, direct participants to share their answer with their shoulder partner. This time, B's will go first, then A's.
5. Conclude by bringing everyone back together and then using popsicle sticks to randomly call on 2-3 participants to share out with the whole group.
6. Note again that as we go throughout this portion of the training, they should continue to write down ideas and examples for each of the categories on their *Maintaining a Consistent Focus on Improving Instruction* Notes and Ideas Page. Provide a moment for participants to add any information they'd like.
7. Conclude by noting the following big ideas:
 - To turn their school around, both principals focused on standards and data and returned to academic basics.
 - The school created school-wide assessments to monitor student progress and ensure that curriculum was being administered consistently.
 - The school focused on language arts instruction and writing skills.
 - Curriculum maps incorporated academic standards. A "student study team" intervention brainstormed on best practices for individual students.

Media: Audio: Additional Goals for Improving Instruction (4:31)

Handout: No new handouts

Slide #33

Say: We are going to continue with the SEE component for focusing on improving instruction by seeing how this is implemented a “real world” classroom.

Before we do that, however, there are a few important instructional strategies we need to understand.

[click] Let’s move now to looking at ways we can make changes that directly affect instruction.

Media: None

Handout: None

Slide #34

Preparation: highlighters

Direct participants to chorally read the two quotes on the slide. Then, direct participants to individually highlight five key words from each quote. When they have finished, they should turn to their shoulder partner sitting next to them and share the ten words they highlighted. A's should share first, then B's.

Explain that the big ideas presented in these quotes present a big shift in how we think about instruction, because they require us to focus on the *quality* of instruction, not just the quantity.

Note also that an agreed upon curriculum and instructional practices—consistency in what we are doing in classrooms--increases collaboration because there is automatically a common language for instruction.

This allows teachers the opportunity and time to focus on the *nuances of the delivery* and how to engage students in the lesson more or how to refine to better meet students' needs.

Consistent curriculum and strategies across grade levels and content areas also allows our interventions and other supports to be more consistent with the classroom instruction, limiting the confusion and overload from classroom to classroom.

Conclude by saying: *The bottom line? What we teach is certainly important, but delivery is key! There are specific effective instructional techniques that can make a big difference in instruction, resulting in increased student achievement. Let's take closer look at these effective instructional techniques.*

Media: No media

Handout: No handout

Slide #35

Explain the following effective instructional techniques by saying the following:

Explicit teaching: *Model, Practice, Check. This is often referred to as the I do, We do, You do model. This is what we just went over on the previous slide. Concepts should never be a guessing game—anything we expect students to do must be explicitly modeled by the teacher and then practiced together before students practice independently. This helps to ensure that when students apply a skill in independent practice, they apply the skill correctly, and are not practicing incorrectly.*

Clear signaling: *The effective use of signaling makes it clear when children are to respond, whether in unison, on white boards, to a shoulder partner, etc. Clear signals help students know what is expected of them.*

Appropriate pacing: *Lively pacing keeps kids interested and attentive. The key is not to have downtime after the kids respond - keep it moving. The more appropriate the pace, the higher the student engagement. The higher the student engagement, the fewer students are off task, which results in fewer discipline problems.*

Sufficient Think/Wait time: *Giving THINK TIME to everyone so that not just the 'advanced' students always providing the answer. Wait time also increases practice opportunities, because when appropriate wait time is provided, EVERYONE has a chance to practice the intended skill. When providing individual turns for students that may struggle, remember to add a bit more think time. This is also important when thinking about higher level questioning. The higher the question level, the more think time that needs to be provided.*

Practice Opportunities: *The more practice opportunities students are provided, the more likely they are to master a skill. Again, students must first practice in a whole group before practicing independently - that way, the teacher can ensure that students are practicing correctly.*

Monitoring/Checks for Understanding: *Checks for Understanding are essentially informal, formative assessments. It is critical that teachers provide frequent checks for understanding throughout a lesson, as these checks for understanding help the teacher to know whether to reteach or whether to move on in the lesson.*

It is also important to provide a mixture of both whole, group, partnering, and individual responses. Variety helps with student engagement. Furthermore, individual responses should not come at the beginning of learning a new skill, but instead, at the end. The intention is to use individual responses as a checkpoint for the teacher to see if the students have truly mastered the skill just taught.

Error Correction: *Student errors must be corrected immediately in order to ensure accurate practice of a skill. When a student makes an error, the teacher must immediately give the correct model for the entire group by simply providing the “I do” (model) and then “You do” (group practice). The teacher should not single out the student who made the error, but instead correct the whole group; if one student didn’t get it, there are likely others who did not either. Even in spiraling curriculums, it is essential that error correction is provided. The earlier the students are corrected and practice a correct model, the more accurately they practice, and the more accelerated their progress.*

Positive Academic Reinforcement: *Positive reinforcement should be targeted toward the ACADEMIC task not just general “good job.” For example, a teacher could say “excellent sounding out the word and blending, Suzie,” or “nice job using the Pythagorean theorem to figure out the hypotenuse”. In this way, students know what specific tasks they should replicate.*

Media: No media

Handout: No handout

Slide #36

Say: One of the key tactics when implementing checks for understanding is less hand raising. This also results in increased participation from the group. Think about how we've used the popsicle sticks today.

I've been able to use these popsicle sticks for checks for understanding—to ensure, at the end of the activity, the concept was understood, that everyone participated, and to hold everyone accountable.

The same is true for students in our classroom. When we only call on students who are raising their hands, we are sending a message that students can choose to participate.

Furthermore, it is often the proficient students who raise their hand—and thus, the check for understanding doesn't give us a clear indication whether all students understand the information, particularly the students that struggle.

Media: No media

Handout: No handout

Slide #37

Preparation: Piece of white cardstock for each participant

Say: *There is a method for effective questioning that involves all students. The five steps are as follows:*

[click] *The first step is to ask the question*

[click] *Step number two is to provide think time—students may not raise their hands during this time*

[click] *The third step is to frame the answer (as necessary)—for example, if the question was “What clues in the story tell about the characters,” a frame could be “Two clues in the story that tell about the characters are...”*

Framing answers helps to increase academic vocabulary. The frame is a scaffold to provide students support in using that vocabulary. Also, it requires students to speak in complete sentences when they answer.

[click] *From there, students prepare; teacher monitors. Students use the frame to share. Here are some ideas of how students can share:*

Think/Pair/Share, Look/Lean/Whisper, Turn and Talk

Small Group Share

Think/Write/Show (use of white boards)

[click] *Last, the teacher calls on students—randomly. Well, it may appear random. This is where popsicle sticks can be used, if the teacher chooses. Also, it is important that the teacher call on struggling students more frequently, as this can be used as a “Check for Understanding.” Why? If a struggling student is able to answer the question, we can safely assume that the other students also understand, and knowing this, we can proceed with the lesson. If we only call on the on-level or advanced students, we cannot make this same assumption.*

Note that when white boards are used, this last step can simply be a “Show Me,” where all students turn their boards toward the teacher so that the teacher can do a quick “check” to make sure everyone has it. From there, the teacher can call on an individual student to verbalize the answer to the class.

Explain that if they don’t have white boards, they can get the same effect by simply slipping a piece of cardstock into a sheet protector. Students can then use wipe off markers or overhead markers with baby wipes for erasing. Much less expensive, and works the same!

Note also that even though you are calling on individuals at the end that are not raising their hand, this is not the same as calling on a student cold for a “gotcha” moment. Instead, this method provides everyone time to prepare their answer, share with a partner, and is even scaffolded by using a sentence frame. Everyone should be prepared to answer the question by step 5.

Tell participants that you are now going to model this five step process for them. As you model, have participants gauge how many whole group or small group/paired responses there are compared to individual responses. Note how the whole group and/or small group/paired responses far outnumber the individual responses. Discuss how this directly connected to their engagement.

INSTRUCTOR MODEL

2-3 minutes

Model effective questioning for the group by doing the following:

- Direct participants to get out their Maintaining a Consistent Focus on Improving Instruction Notes and Ideas Page. This page will help them answer the question you are going to ask.
- Then, direct participants to get out a full size piece of blank paper (located at their tables). Explain that this paper will be their white board.
- Ask: *How can a principal can works towards becoming an instructional leader?* (provide think time) Remind participants that there is no writing yet.
- Say: *Think about one method that a principal can engage in as he/she works toward becoming an instructional leader. Frame your answer like this: A principal can become an instructional leader by....Everyone, repeat that back to me.* (A principal can become an instructional leader by...)
- Say: Now, share your answer with your shoulder partner. B's will share first. Be sure to frame your answer when you share.
- Use signal to bring everyone back together. Say: *Get out your white board. Write your framed answer on your whiteboard. When you are finished, place your board face down on the table.*
- Say: *On the count of three, show me your white board. Ready? One, two, three!* Scan the room, checking for understanding. Then, pull out a popsicle stick and randomly call on 2-3 participants to share. Reinforce academic vocabulary by ensuring that participants use the sentence frame to answer in complete sentences.

Conclude by having participants **PAIR SHARE** with their shoulder partner how they could incorporate this technique into their own classrooms and content areas.

Reference this as a Classroom Connection in their materials. Note that this is for them to take back to their classrooms.

Media: No media

Handout: Handout 15 Classroom Connection: Effective Questioning

Slide #38

Preparation: M&M's or Skittles—four pieces of candy for each participant. You can pass these out during the video, but warn participants NOT TO EAT THEM YET as they are going to need them for an activity after the video. 😊

Say: *Let's watch some of these effective instructional techniques—including implementing frequent Checks for Understanding—in action. The next video we are going to watch is of a high school teacher using these techniques in the classroom. William Frey will share instructional strategies that teachers use to engage students in learning, and then show how he incorporates these strategies into his classroom.*

Direct participants to turn to the PowerPoint slide that lists the effective instructional techniques. Explain that as they watch the video, they should take notes on the effective instructional techniques that they see Mr. Frey incorporate into the classroom. Tell participants that they will use these notes to complete an activity once the video is finished.

When the video is finished, note the following big ideas:

- Having a clear instructional objective every day is important for both the teacher and the students.
- The teacher must develop strategies to check for student understanding.
- One effective way to monitor student learning is to consistently call on students who are not raising their hand or otherwise volunteering answers.

Then, move into the Video Reflection activity.

ACTIVITY: VIDEO REFLECTION WITH TALKING CHIPS

15-20 minutes

1. Direct participants to turn to the video reflection handout for Improving High School Instruction.
2. Tell participants that this next task is an individual task—meaning that it should be quiet while they work on the video reflection. You will provide 5-7 minutes to complete the reflection individually.
3. Once most participants appear finished, direct participants to gather their video reflection sheet and candy (don't eat it yet!) and meet with their nine o'clock APPOINTMENT CLOCK PARTNER.
4. From there, they should find another partner pair standing next to them, and form a group of four.
5. Once groups of four have been formed, tell groups that they need to have someone from their group be the facilitator. Explain that the facilitator will be in charge of leading the group through the questions on the reflection sheet.
6. Then, as each question is asked, members in the group (including the facilitator) should take turns sharing their reflections.

7. Each time they contribute to the conversation, they must “ante up” a chip. Because they have four pieces of candy, they must share a total of four times.
8. Once their chips are gone, they are finished talking. A response is not “yes” or “uh huh”, but a complete sentence, supported through using academic language.
9. Once most groups appear finished, direct participants back to their seats. Use your agreed upon signal to bring the group back together. They can eat their candy now!

Explain that talking chips are also great to use with students for meaningful group collaboration, as it helps require involvement for those hesitate to participate, but also quiets those who are tempted to dominate the conversation.

Conclude by giving participants a moment to write down two “take away” ideas that they would like to add to their Maintaining a Consistent Focus on Improving Instruction notes and ideas page.

Media: Video: Improving High School Instruction (7:17)

Handouts: Improving High School Instruction Video Reflection Page

Slide #39

Direct participants to turn to their shoulder partner. Then, have B's whisper read the quote to A's. When they are finished, A's should share five words from the quote that stood out to them.

Use your agreed upon signal to bring the group back together. Review the idea of establishing norms. Remind participants that we established behavioral norms for working together at the beginning of this training.

Discuss how these norms have helped the training go more smoothly. Ask participants, why was it important that they knew what was expected of them today?

It's like when a class works together to create the rules for the classroom, and then the teacher is there, as the leader, to ensure that the rules are followed. It creates harmony and boundaries for all involved. We all know how to act and what is expected. As a result, we are able to get more work done.

Explain that when a school or district is working on improving instruction and makes the decision to focus a specific instructional strategy or strategies, it is important that norms are set up, discussed, and WRITTEN DOWN for the strategy, so that all stakeholders know what is expected.

This helps everyone to be clear on the expectations. It helps administrators know what they are going to be looking for when they walk in a classroom, and it helps teachers to know what they are expected to do.

Media: No media

Handouts: No handouts

Slide #40

Review that norms are simply the “rules” or ways that a team as agreed to work and act. It’s how a school or district agrees to do business. Instructional norms are the agreed upon strategies that all teachers implement in their classroom, regardless of content area.

Say: Just listing norms for staff, however, is not enough. Otherwise, we end up what Dr. Johnson calls “compliance behavior”—meaning a staff views the new norms for instruction to be something that being done “to them,” instead of something they are a integral part of. When people don’t believe in what they’re doing, they will pursue compliance behavior. They won’t put their heart in it, and so the results are not likely to be as strong.

Establishing instructional norms can be useful if:

- (1) High quality training and professional development occurs around the targeted instructional strategy;*
- (2) Teachers are part of the process to establish the norms; the norms are jointly developed and owned by each team member;*
- (3) They are constantly reviewed, referred to, and used for principal monitoring and observations;*
- (4) Instructional conversations center around the strategy and, most importantly, student’s understanding of content as a result of the strategy.*

Remind participants that we looked at the Waterford High School New Teacher Orientation Manual when we were working on defining a clear mission, vision, principles, and goals. Explain that Waterford High School—the campus that William Frey, the teacher we just watched on the video, teaches at—has taken their mission, vision, ESLR’s and 5 Pillars to the ultimate level by clearly defining instructional norms for their school.

Give participants a moment to review Waterford’s mission, vision, ESLR’s, and 5 pillars. Then, move into the activity.

ACTIVITY: INSTRUCTIONAL NORMS

2 minutes

1. Direct participants to pages 3-4 of the Waterford High School New Teacher Orientation Manual in their handouts. Explain that they will be reading the section on Instructional Norms.
2. They should work with their shoulder partner for this activity. A’s should read the end of page 3, as well as instruction norms 1-3; B’s should read instructional norms 4-6.

ACTIVITY: ESTABLISHING NORMS SELF ASSESSMENT

10-12 minutes

1. Direct participants to the Establishing Norms Self Assessment.
2. Assemble participants in grade level or department level teams to work through the self-assessment.
3. Give participants time to reflect and discuss. Where are they strong? In what areas to they need to take action to improve?
4. Conclude by giving participants a moment to write down two “take away” ideas that they would like to add to their Maintaining a Consistent Focus on Improving Instruction notes and ideas page.

Media: No media

Handouts: Handout 16 Establishing Norms Self Assessment; Handout 7 Waterford High School New Teacher Orientation Manual

Slide #41

Preparation: File folder, piece of white paper, tape.

Say: We just saw an example of a high school teacher using whiteboards for checks for understanding. Whiteboards can be used across all grade levels and content areas, and are an excellent way to keep students engaged.

Direct participants to the Classroom Connection handout, which outlines an effective routine for using whiteboards in the classroom. Explain that this is something from our training that they can take directly back to their classrooms. As we just saw on the video, white boards are perfect to use for quick checks for understanding.

Note that this routine is especially helpful, as it doesn't require schools to purchase actual whiteboards for each classroom, which can be expensive. Instead, a file folder and self-stick, dry-erase sheet is used to make the whiteboard.

Give participants a moment to read through the routine. Then, complete the following activity.

ACTIVITY: PRACTICE WHITE BOARD ROUTINE

10-12 minutes

1. Direct participants to take their Classroom Connection handout and a pencil and meet with their three o'clock APPOINTMENT CLOCK PARTNER.
2. Once pairs have assembled, provide the signal to bring the group back together.
3. Tell participants that within their partner pairs, they should determine who has been teaching the longest amount of time.
4. The teacher who has been teaching the longest should get a file folder, piece of paper, and tape. Explain that this is what we'll use to simulate the whiteboard, as we don't have self-stick, dry erase sheets. Furthermore, their pencil will be their whiteboard marker.
5. Using the directions provided in the preparation portion of the handout, have participants assemble their white board.
6. Then, direct participants to practice the Whiteboard Routine. The teacher who has been teaching the longest should use the handout and script provided to act as the "teacher" first. The other partner pair should act as the "student."
7. Then, the partners should switch roles.
8. When they are finished, they should discuss how they might incorporate this routine in to their own classrooms and content area.
9. Direct participants back to their seats. Use popsicle sticks to call on non-volunteers to share out their reflections.

Media: No media

Handouts: Handout 17 Classroom Connection: Effective Routine for Using Whiteboards

Slide #42

Say: *We are going to continue with the last bullet in the SEE component for focusing on improving instruction by looking at...*

[click] *how schools assess progress and make adjustments.*

Media: No media

Handout: No handouts

Slide #43

Say: At Waterford High School, teachers visit each other's classrooms to learn new instructional strategies. These observations are centered around the agreed-upon instructional norms.

Teachers use structured forms that detail the instructional norms at the school, which we will look at in a moment. These classroom observations can help spark conversations between teachers about instructional practices and decision-making.

Let's watch a short video of Don Davis, the principal of Waterford High School, as he discusses the purpose of these instructional tours. As you watch, be thinking about how these instructional tours reinforce the instructional norms of the school.

Show video. Then, direct participants to the *Waterford Walk-In Observation Form*, located in their handouts. Give participants a moment to individually read through the handout.

Media: Video: Instructional Tours (2:08)

Handouts: Handout 18 Waterford Walk-In Observation Form

Slide #44

Say: *For this next activity, you will need to assemble once in to the five people jigsaw group from before. We won't be doing a jigsaw, but this will be your collaborative group for the next activity. Before we assemble, however, let's make sure we take a quick look at our group norms so that everyone remembers what is expected.*

Review the group norms. Then, complete the activity below.

ACTIVITY: THINKING ABOUT INSTRUCTIONAL TOURS

10-12 minutes

1. Direct participants to meet with their three o'clock APPOINTMENT CLOCK PARTNER. Then, they should meet with another partner pair near them to form a group of four.
2. Use your signal to get participants' attention. **[click]** Say: *Within your groups, please discuss the four discussion questions listed here on the slide. Before you begin, let's read the questions together.*
3. Lead the group in chorally reading the questions. Then, provide participants time to discuss and reflect in their groups.
4. Once most groups seem finished, use the agreed upon signal to bring everyone back together. Then, use popsicle sticks to randomly call participants to share out ideas with the whole group.
5. Remind participants to write down ideas and examples for each of the categories on their *Maintaining a Consistent Focus on Improving Instruction Notes and Ideas Page*. Provide a moment for participants to add any information they'd like.
6. Conclude by noting that Waterford High School had several components to its successful turnaround process:
 - Collaborative agreement on the school's mission statement, which includes the school's vision, beliefs, and expected student outcomes
 - Collaborative decision-making processes as part of creating new instructional norms for the school
 - Use of a data-driven approach and collaboration among teachers in planning instruction

Media: No media

Handouts: No new handouts

Slide #45

Say: *We are now to the DO portion of Maintaining a Consistent Focus on Improving Instruction. There are several tools in your handouts that you can use as you move forward in this process for your district and school.*

Direct participants to the Curriculum Mapping Tool. Say: *The first tool is a Curriculum Mapping Tool. Schools can use this curriculum mapping tool to align the curriculum with standards and assessments; it provides one approach that schools can use.*

Staff can examine the curricula closely to ensure all standards are addressed. The alignment process can uncover gaps in the curricula for which supplemental instructional materials may be needed.

Give participants a moment to read through the Curriculum Mapping Tool.

Then, direct participants to the Planning Tool for Classroom Observations. Say: *This planning tool can be used for planning classroom observations; it focuses on helping principals learn strategies for conducting useful observations to help teachers improve their instruction, rather than observations to evaluate teachers.*

This tool provides suggestions for planning observations, but does not include a form to use during the observation—there are hundreds of such forms already available. Instead, this form offers some points to consider when selecting or developing an observation form.

If the leader using this tool has never conducted an observation, she or he may want to partner with a more experienced leader to prepare for the first observation.

Give participants a moment to read through the Planning Tool for Classroom Observations.

Direct participants to the Using Data to Improve Instruction handout Say: *This assessment can be used for in-service about using student data to improve instruction and learning. Teachers learn how to collect, analyze, and use student data on a regular basis.*

Give participants a moment to read through the Using Data to Improve Instruction handout.

Then, remind participants to write down ideas and examples for implementation on their *Maintaining a Consistent Focus on Improving Instruction* Notes and Ideas Page. Provide a moment for participants to add these tools to their chart.

Media: No media

Handout: Handout 19 Curriculum Mapping Tool; Handout 20 Planning Tool for Classroom Observations

Slide #46

Say: Turn to your Maintaining a Consistent Focus on Improving Instruction Notes and Ideas Page. As we've gone through the SEE, LEARN, and DO components of the training, you've added many implementation examples and ideas for each of the six categories for maintaining a consistent focus on improving instruction. Look over ideas you've written for each category, including analyze data, modify instruction according to data, align instruction with standards, team collaboration, targeted professional development, and principal support. Star one item under examples/idea for each category that you think you would like to take back to your school (total of six stars). Then, narrow it further by looking at your six starred items; circle two that you would like to implement immediately. Now, reflect. What actions will you need to take for implementation to occur?

ACTIVITY: PAIR SHARE

3-4 minutes

1. Tell participants they will now have a moment to share their actions with a partner.
2. After the minute is finished, tell participants to meet with their nine o'clock APPOINTMENT CLOCK PARTNER.
3. Remind participants of the group norm of quick transitions.. They will have three minutes—one minute each to share, and one minute to find their partner and then head back to their seats.
4. Once they have found their partner, they should share their reflections.
5. Conclude by using popsicle sticks to randomly call on 2-3 participants to share out with the whole group.

Media: No media

Handout: No new handouts

Slide #47

Say: *The 3rd recommended practice in the IES Practice guide is to Make Visible Improvement Early in the School Turnaround Process. Let's look at this practice in more detail.*

Media: No media

Handout: No handout

Slide #48

Say: *Research shows that turnaround schools focus on quick, visible improvements early on in the change process. These are called “quick wins.” Quick wins help to rally staff and parents around the turnaround effort, build momentum, and overcome internal resistance. When determining what quick wins you would like to implement, it is important to consider the following key concepts:*

[click] **Consider goals that have worked in other turnaround schools.** *Consider some common goals for quick wins such as adjusting the schedule to improve the functioning of the school, to provide time for academic support, and to give teachers additional time to collaborate. Principals also can improve access to instructional materials and basic supplies for teachers. Facilities also can be quickly improved through painting, changing displays, and cleaning. Improving student behavior also can have an immediate impact on the school and establish a stronger climate for learning.*

[click] **Pick a viable goal.** *Start with a goal that is important, can be achieved quickly, and will provide visible improvement. The focus of the quick wins depends on the needs of the school, but some areas are particularly important and open to rapid change: the use of time, resources and the physical plan, and student discipline.*

[click] **Develop an efficient strategy.** *Develop a strategy for accomplishing the goal that can be implemented quickly. The plan may include a timeline for accomplishing each step of the process in a timely manner, expected results, and roles and responsibilities. Principals should consider strategies that minimize dependence on others for decisions or financial support, and that they have the authority and funds to implement.*

Explain to participants that they will have an opportunity to explore these practices even further by watching a short video that discusses these key concepts in more detail.

Media: No media

Handout: No handout

Slide #49

Preparation: large pieces of construction paper, markers

Say: *We are now going to watch a media overview for the recommended practice of implementing quick wins. This overview describes the nature and purpose of quick wins in turnaround schools. It also offers examples of quick wins that principals can achieve in their schools.*

Explain that dramatic improvement on an entrenched problem, early in the turnaround process, can build enthusiasm and commitment to the larger reform effort.

Successful quick wins generally can be done by the school leaders without substantial additional resources or approvals, and should make a visible difference in the daily lives of staff and students.

In the short term, focusing on quick wins can establish a climate for long-term change. At times, principals may feel that they are faced with competing, urgent priorities.

However, when they are able to identify one or two clear goals that can be accomplished quickly, the positive results focus attention on the message that it is possible to reach a school's overarching goal—raising student achievement.

This is our goal—through the study of this recommended practice, to identify one or two clear “quick win” goals to implement immediately.

Show the overview. Once the media overview is finished, complete the activity below.

ACTIVITY: PARALLELOGRAM SUMMARY

8-10 minutes

1. Direct participants to meet with their three o'clock APPOINTMENT CLOCK PARTNER.
2. From there, they should meet with another partner pair to form a group of four.
3. Give each group a large piece of construction paper and a marker.
4. Instruct one member—perhaps the person whose eyes are darkest in the group—to draw medium-sized rectangle in the center of the paper, about 1/3 the size of the paper.
5. Now ask the same person to draw a line from each corner of the rectangle to each corner of the paper, thereby sectioning the paper into four segments.

6. Explain that they will pass the chart clockwise, and each person in the group should add a relevant fact from the overview in one of the outside segments. They should continue to pass the chart, adding information until time is called.
7. Then, using the information written in the segmented sections, the group must work together to come up with a one sentence summary and write it in the center rectangle.
8. One most groups appear finished, bring everyone back together and then call on each group of four to share their sentence summary with the whole group.

Conclude by sharing the following key points:

- Turnaround principals should go for “quick wins” to rally staff and parents around the turnaround effort, build momentum, and overcome internal resistance;
- Quick wins are highly visible improvements that can be implemented easily and early in the turnaround process; they have been used in many successful turnarounds.
- The key components of quick wins are conducting a needs assessment at the school site, setting goals that can be achieved quickly and are visible to the school staff and the community, and developing a process for accomplishing these goals.

Media: Multimedia Overview: Making Visible Improvements Early in the Turnaround Process (5:55)

Handout: No handouts

Slide #50

Say: *We are now going to move to the LEARN component for quick wins.*

In this interview, Dr. Sam Redding discusses that why turning a school around should start with high-visibility quick wins, how a leader can engage staff and community in these changes, and how leaders can garnish support from the district level.

Direct participants to the Quick Wins Idea Sheet in their handouts. Explain that they will use this sheet to record important information throughout the remainder of the recommended practice of Quick Wins.

Explain that as they watch the video, they should write any supporting reasons why quick wins are so important in the “Rationale for Quick Wins” box.

Then, in the “Quick Wins Ideas” box, they should write as many ideas as possible for different types of quick wins that can be implemented.

Show the Video. Then, complete the activity below.

ACTIVITY: PAIR SHARE 3-4 minutes

1. Tell participants that they will need to scan what they’ve written on their notes page so far and choose one idea from each category that they would like to share. Direct participants to write a star next to these two ideas.
2. Tell participants that they will now have a moment to share their two ideas with a partner. For this activity, they will share with their shoulder partner.
3. The partner who has the darkest color hair (it doesn’t matter if it’s ‘natural’ or not ☺), will be partner A; the other will be partner B.
4. Partner A will have one minute to share their starred items. Once they share, they should also discuss *why* they chose it and if they could see this *implemented* in their school.
5. Partner B should then repeat the same process.
6. Conclude by bringing everyone back together and then using popsicle sticks to randomly call on 2-3 participants to share out with the whole group.
7. Note again that as we go throughout this portion of the training, they should continue to write down ideas and examples of rationales and quick wins ideas on this page.

Conclude by reviewing Dr. Redding’s three key considerations when planning for quick wins. First is to focus on something that is immediate—whatever it is, it must come about fairly quickly. Secondly, quick wins need to be concrete and highly visible. Thirdly, quick wins need to be something that’s going to improve the daily situation of the people working in the building.

Transition to the next slide by saying: *Let’s continue to look at additional examples of quick wins.*

Media: Expert Interview: Motivating Reform With Quick Wins (3:40)

Handout: Handout 21 Quick Wins Idea Sheet

Slide #51

Say: We are now going to move to the SEE component for quick wins—remember, this component helps us to see how the theory is implemented in the “real world.”

Andrew Calkins, Vice President of the Mass Insight Education and Research Institute, talks about the place of quick wins in the change process and provides several examples of quick wins that successful turnaround schools have used.

As you watch the video, be sure to add quick wins ideas to your Quick Wins Idea Sheet.

Show the video.

Media: Slideshow with Audio: Examples of Quick Wins (3:45)

Handout: No new handouts

Slide #52

Say: We are now going to hear about additional examples of quick wins, this time at the high school level. The interview is from someone we've heard from before—Don Davis, the principal of Waterford High School. He's going to discuss how one of the main goals at Waterford was and is to increase instructional time.

Although improving instructional time is not a "quick win"—it's really too large to be continued a quick win, as it is an ongoing process—there were several changes made early on to assist teachers and students with the goal of increasing instructional time.

These are the quick win ideas I want you to listen for. As you watch the video, be sure to add quick wins ideas to your Quick Wins Idea Sheet.

Show the video.

ACTIVITY: PAIR SHARE

4-5 minutes

1. Tell participants that they need to scan what they've written so far for Quick Wins Ideas and choose two ideas that they find exciting. Direct participants to write a star next to these two ideas.
2. Tell participants that they should meet with their twelve o'clock APPOINTMENT CLOCK PARTNER to share these two ideas.
3. Give participants about a minute to find their partner and then begin sharing.
4. Once most appear finished, bring everyone back together and use popsicle sticks to randomly call on 2-3 participants to share out with the whole group.
5. Note again that as we go throughout this portion of the training, they should continue to write down ideas and examples of rationales and quick wins ideas on this page.

Media: Slideshow with Audio: Increasing Time on Task (4:04)

Handout: No new handouts

Slide #53

Say: *We are now to the DO portion of Quick Wins. There are several tools on the DWW website that you can use as you plan quick wins for your school. I've included a few in your handouts.*

1. Direct participants to the Quick Wins Observation Tool. Say: *One way to identify areas of focus for quick wins is by observing student behavior, use of time, and facilities. Consider where on campus the problems are occurring and which problems might be corrected with immediate, focused reforms. This form can help you collect data so that you can determine what quick wins could have the greatest impact at your school site.*

Give participants a moment to read through the Quick Wins Observation Tool.

2. Direct participants to the Planning for the Implementation of Quick Wins. Say: *The next step is to plan how to implement quick wins and then do it! This is why this tool is so helpful. Some important questions to ask include:*

- *Who is affected by the problem?*
- *Who needs to be involved in the solution?*
- *What resources are required?*
- *How much time will it take to implement the quick win?*
- *What is the desired outcome?*

Give participants a moment to read through the Planning Template for Quick Wins.

Media: No media

Handout: Handout 22 Quick Wins Observation Tool; Handout 23 Planning for Implementation of Quick Wins

Slide #54

Explain to participants that they have learned a lot about quick wins and how important they are early in the turnaround process.

Now, it is time to reflect. At this point, what do they consider to be their immediate next step in this area?

In other words, what action must they take to begin to move in the direction of implementing quick wins?

ACTIVITY: STICKY NOTE REFLECTION

5 minutes

1. Direct participants to write their identified action on a sticky note.
2. Then, have participants complete a quick “whip around” at their table groups. They should “whip around” their table, having each person quickly share what they’ve written on their sticky note.
3. Conclude by bringing everyone back together and then using popsicle sticks to randomly call on 2-3 participants to share out with the whole group.

Media: No media

Handout: No handouts

Slide #55

Say: *The 4th recommended practice in the IES Practice guide is to Build a Staff Committed to the Turnaround Process. Let's look at this practice in more detail.*

Media: No media

Handout: No handout

Slide #56

Say: Research shows that turnaround schools must have a staff committed to their students and the turnaround process. There are several key concepts for building a committed staff.

[click] **Recruit new staff.** Principals should actively recruit new teachers who have the needed skills to work in turnaround schools.

Teachers who have a demonstrated ability to improve student outcomes in other low-performing schools, the ability to work with students whose families are low income, skills to coach teachers on strategies to improve instruction, and specialized skills such as being a reading specialist are some of the qualifications that a principal may look for.

[click] **Evaluate the strengths and weaknesses of the staff.** The school principal should identify the school needs and match the staff that fits well with these needs.

In addition, the principal should identify staff members who are not fully committed to the school turnaround goals or who do not have the qualifications to carry them out.

These staff members can be redeployed to a new position within the school or reassigned to another school.

[click] **Redeploy staff.** If staff members have valuable skills but are not effective in their current role, consider other roles for them. The principal should discuss the reasons for the change with the staff both individually and as a group.

For example, the principal should explain to a third-grade teacher why she was assigned to a first-grade classroom this year and how it fits the urgent needs of the school.

[click] **Replace teachers who actively resist the change.** Principals should work with the district and the union to smoothly transition teachers to new positions or out of the profession who are not willing or able to contribute to school improvement.

The principal should clearly communicate to staff the immediate needs for the school and the reasons for the staffing actions. Individual discussions with staff around these issues are a necessary part of this key action.

Explain that they will have an opportunity to explore these practices even further by watching a short video that discusses these key concepts in more detail

Media: No media

Handout: No handout

Slide #57

Preparation; 3x5 index card for each participant, large construction paper for each group of five, tape

Direct participants to the Three Column Notes for Committed Staff handout. Explain that this handout will be used throughout the recommendation of Committed Staff. At the end of the recommendation, they will complete the summary action statement.

Quickly note that three column note taking is also a useful strategy to teach students in their classrooms. Three column notes are an adaptation of the Cornell system for note taking. Information is groups according to its type, and then arranged in columns. For the purpose of today, our grouping is as follows: Key ideas, Subtopics and Aligned Actions, and then Observations, Implications, or Comments on this Action.

Say: Research has shown that many successful turnaround schools made staffing changes to ensure that the staff is committed to the school's improvement goals and is qualified to carry out school improvement. A committed staff keeps student success at the forefront, demonstrating a willingness to do "whatever it takes" to meet goals and raise student achievement. This multimedia overview provides a summary of the recommendation to build a strong, committed staff dedicated to the turnaround efforts. It outlines several key actions principals can take to implement the recommendation.

Explain that as they watch the overview, they should be taking notes in the first two columns of their Three Column Notes handout. When the overview is finished, they will have time for discussion. After discussion, they will have an opportunity to add observations and reactions to the third column.

Show the overview. While the overview is showing, pass out the 3x5 cards. Once the media overview is finished, complete the activity below.

ACTIVITY: SUPER SENTENCES

8-10 minutes

1. After watching the overview, ask participants to think of one word that reflects an important concept for them in regards to the overview they just viewed. They should write this one word on a 3x5 note card.
2. Then, direct participants to take their 3x5 note card and gather in groups of five. To mix groups up and also to get participants up and moving around, give the guideline that at least two members of their five member group must be from another table group.
3. Within their groups, they should share out the word on their index card.
4. Then, explain that they must work as a group to make one summary sentence incorporating each person's word. They should write the sentence on a piece of construction paper.
5. Once their sentence is written, they should post their sentence in a designated area on the wall where everyone can see. Then, they should determine who their group spokesperson is going to be.

6. Direct participants back to their seats. Once everyone is seated, have each spokesperson take a turn standing up next to their group's sentence and reading the sentence aloud to the group.
7. Once all groups have shared, direct participants to the third column of their Three Column Notes handout. What are their initial reactions?
8. Direct them to write a comment, implication, or observation in the third column.
9. Conclude by using popsicle sticks to randomly call on 2-3 participants to share out what they wrote in the third column with the whole group.

Media: Multimedia Overview: Build a Staff Committed to the Turnaround Process (9:26)

Handout: Handout 24 Three Column Notes handout

Slide #58

Say: *We are now going to move to the LEARN component for building a committed staff, where we learn how these useful practices have been implemented in successful turnaround schools.*

In this particular interview, Julie Kowell of Public Impact discusses the importance of building a committed staff and strategies that principals can use to assess staffing needs, reassign, redeploy, and hire staff.

Direct participants that as they watch the video, they should answer the reflection questions on their Video Reflection page. Note that this reflection page is actually for two video segments we're going to watch from Ms. Kowell, so they will not be able to answer all questions from this first video.

Once the video is over, direct participants to share one key idea from the video with their shoulder partner.

Media: Expert Interview: Understanding and Meeting Staffing Needs (7:18)

Handout: Handout 25 Video Reflection Page

Slide #59

Say: We are going to continue with the LEARN component for building a committed staff, looking at one more interview with Julie Kowell. In this interview, Ms. Kowell presents various methods a principal can use to inspire and engage staff in turnaround efforts. She also discusses the district's role in supporting turnaround efforts.

Direct participants that as they watch the video, they should answer the remaining reflection questions on their Video Reflection page.

Once the video is over, complete the activity on the next slide.

Media: Expert Interview: Developing a Climate for Change (6:12)

Handout: No new handouts

Slide #60

ACTIVITY: ROUNDTABLE DISCUSSION

12-15 minutes

1. Direct participant that within their table groups, they should number off to 1's and 2's.
2. Have all 2's raise their hands. Explain that 2's will need to move for the next activity. They will need to take their Video Reflection Sheet and Three Column Notes page with them.
3. Explain that all 2's should move to a different table (doesn't matter which table—it just can't be their own.) 1's should stay seated.
4. Within their newly formed table groups, they will need to determine each group member's role. There are four options: facilitator, time keeper, recorder, and engaged participant. Behaviors for each role are as follows:

Facilitator

- Fosters discussion
- Brings out ideas and suggestions from others in the group
- Helps the group establish and accomplish its objectives

Time Keeper

- Reviews agreed upon time parameters for meeting
- Reminds group when halfway through allotted time
- Announces when 5 minutes left
- Gives 2 minute signal for wrap-up

Recorder

- Keeps accurate record of group's discussion

Engaged Participant

- Listens
 - Questions
 - Contributes
1. Give groups one minute to determine member roles.
 2. Then, announce that they will have a total of ten minutes for a roundtable discussion of the two videos they just viewed. When you give the signal to begin, the facilitator should begin discussion around the two video interviews, using the Video Reflection Questions as a guide.

3. After ten minutes, have participants thank their groups. All 2's should then head back to their original seats.
4. End the discussion by asking this question: What are two key points from their group discussion that they would like to remember? Direct participants to write these ideas on their Three Column Notes handout.

Bring closure by summarizing the following points:

- The turnaround leader must build a committed staff early in the process. At the beginning of the school year, look at test results and grade reports and informally observe as many teachers as possible.
- Successful turnarounds are often the product of selective staff replacement—not an entirely new staff. One or two staff members who aren't on board can bring the whole school down.
- The district must trust the school leader and give the leader control over staff decisions but can help through recruiting efforts and negotiating with the union.
- Leaders of turnaround schools must be able to get buy-in from every staff member in the school for the radical changes that will be required.
- Principals should form quick bonds with the school and community's informal leaders early in the turnaround, and enlist the help of these allies.
- Successful turnaround schools undergo a transformation in the climate of the school—the way it feels in the classroom, the way it feels when teachers are talking in the hallway.

Media: No Media

Handout: No new handouts

Slide #61

Say: We are now going to move to the SEE component for building a committed staff. Remember, this component helps us to see how the theory is implemented in the “real world.” As we do this, we are going to look at building a committed staff from two important perspectives: Selecting, Reassigning, or Releasing Staff and Building Staff Unity and Commitment

[click] *Let’s begin with selecting, reassigning, or releasing staff.*

Media: None

Handout: None

Slide #62

Say: In a change effort, business cannot continue as usual if we are wanting to dramatically change student achievement.

As a result, sometimes difficult decisions have to be made in regards to selecting, reassigning, or releasing staff. Determining staff roles is an important task for the district and school leadership.

However, what is this process truly like from a teacher perspective? We are now going to watch a video interview of three teachers from Hardy Elementary school discusses the process of applying to be rehired after their school was reconstituted.

Listen carefully as they talk about how the experience changed their teaching practices and what strategies were implemented to blend together new staff members with those that were rehired. As you watch, you will need to complete a PNI reflection.

ACTIVITY: PNI REFLECTION

15-20 minutes (including video)

1. Direct participants to the PNI Reflection page in their handouts.
2. Then, direct participants to read the three quotes on the handout.
3. As they read, they should highlight five key words that stand out to them in each quote, for a total of fifteen highlighted words.
4. When most participants appear finished, play the video.
5. When the video is finished, direct participants to use the information from the video interview and the quotes on their handout to reflect on the positive implications of selecting, reassigning, or releasing staff, the negative implications, and the impact on instruction.
6. Allow time for participants to individually reflect and write down their ideas.
7. Once most appear finished, direct participants to meet with their nine o'clock APPOINTMENT CLOCK PARTNER.
8. From there, they should find another partner pair to form a group of four.
9. Within their groups, they should share their PNI reflections.
10. Conclude by bringing everyone back together and then using popsicle sticks to randomly call on 2-3 participants to share out with the whole group.
11. Conclude by providing time for participants to add ideas to their Three Column Notes.

Media: Video Interview: Reconstitution: Reinvigorating Teacher Practices (6:24)

Handout: Handout 26 PNI Reflection

Slide #63

Say: *We've looked at selecting, reassigning, or releasing staff as a critical component in building a staff that is committed to the turnaround process. While we watched the video of the Hardy teachers, many of them mentioned going on staff retreats, and how beneficial this was to creating a team atmosphere, as well as improving staff morale. This is an example of ways to build staff unity and commitment.*

[click] *Let's explore additional methods to build staff unity and commitment.*

Media: None

Handout: None

Slide #64

Say: *In this video, an elementary school principal talks about how she built a sense of community among school staff. She discusses how she motivated the staff to wholeheartedly work towards school improvement.*

Direct participants to take out a sticky note. On this sticky note, they should take notes on the methods the principal, Irene Williams, used to build commitment and unity in her school.

Play the video. Once the video is finished, complete the activity below.

ACTIVITY: PAIR SHARE

3-4 minutes

1. Tell participants that they need to scan the list of commitment and unity building methods they written on their sticky note.
2. Explain that they will now have a moment to share their two methods from the list that they were intrigued by and feel they could implement in their schools.
3. For this activity, they will share with their shoulder partner.
4. Partner A will have one minute to share first. Then, Partner B will share.
5. Conclude by bringing everyone back together and then using popsicle sticks to randomly call on 2-3 participants to share out with the whole group.
6. Note again that as we go throughout this portion of the training, they should continue to write down ideas and examples of rationales and quick wins ideas on this page.
7. Bring everyone back together and then use popsicle sticks to randomly call on 2-3 participants to share out with the whole group.
8. Conclude by providing time for participants to add ideas to their Three Column Notes.

Media: Video Interview: Building a Sense of Community (5:48)

Handout: No new handouts

Slide #65

Say: *We are now to the DO portion of Build a Staff Committed to the Turnaround Process. There are several tools in your handouts that you can use as you move forward in this process for your district and school.*

- Direct participants to the Knowledge and Skill Inventory. Say: *The first tool is the Knowledge and Skill Inventory. Schools can use this assessment form to evaluate the school's staffing strengths and needs, in order to reassign, hire, or otherwise change staff assignments to better turn around the school. Principals need to consider the level of staff trust that currently exists. To ask teachers to complete a self-assessment of their knowledge and skills requires a high level of trust between teachers and the administration of the school.*
- Give participants a moment to read through the Knowledge and Skill Inventory.

Then, direct participants to the Interview Planning Tool. Say: *You can use this worksheet to reflect on current practices for interviewing new staff and consider ways to improve interview protocols in turnaround schools to ensure that staff with the right types of skills are recruited.*

Give participants a moment to read through the Interview Planning Tool.

Then, remind participants to use the information from these tools to add notes and ideas to their Three Column Notes handout.

ACTIVITY: SUMMARY ACTION SENTENCE

3-4 minutes

1. Direct participants to their Three Column Notes handout.
2. Tell participants that you will give them two minutes to review the notes that they written in each column. As they review, they should highlight what they consider to be the most important.
3. Then, direct participants to use what they've highlighted in their notes to write a Summary Action Sentence (there is space for this at the bottom of their Three Column Notes handout.)
4. Explain that this sentence should be a one sentence summary for action—what is one action in the area of building a staff committed to the turnaround process that they will take back immediately to their schools or classrooms and implement? Provide participants time to write down this action summary sentence.
5. Bring everyone back together and then use popsicle sticks to randomly call on 2-3 participants to share out with the whole group.

Media: No media

Handout: Handout 27 Knowledge and Skill Inventory; Handout 28 Interview Planning Tool

Slide #66

Say: We've covered a lot of information in this module. We know school turnaround efforts aim to improve student outcomes in chronically low-performing schools by changing how schools and classrooms operate. In studying successful turnaround schools, researchers have identified four useful practices: implementing dramatic changes with improved leadership, maintaining a consistent focus on improving instruction, implementing quick wins early in the turnaround process, and building a committed staff.

Direct participants to think about all of the useful strategies and methods they've learned in the four recommended areas. Give participants time to take out the following "Big Idea" handouts for each area:

Focus on Instruction Notes and Ideas Page

Improved Leadership Two Column Notes

Quick Wins Idea Sheet

Committed Staff Three Column Notes

Give participants time to review their notes on these pages. Then, complete the activity below.

ACTIVITY: ACROSTIC SUMMARY

10-12 minutes

1. Direct participants to get out their Acrostic Summary handout.
2. [click] Explain that, using the information from their Big Idea handouts for each recommended practice, they should write a word or phrase for each letter representing the word **TURNAROUND**.
3. Give participants time to write their summary.
4. Then, direct participants to meet with their three o'clock **APPOINTMENT CLOCK PARTNER** to share their summary.
5. Bring everyone back together and then use popsicle sticks to randomly call on 2-3 participants to share out their summary with the whole group.

Media: No media

Handout: Handout 29 Acrostic Summary

Slide #67

Conclude the module with the quote on the slide. Thank participants for their hard work.

Media: None

Handout: None

Slide #68

Say: *Much of the media and handouts for this training we made available from the website **Doing What Works**.*

The Doing What Works website is a website dedicated to helping educators implement effective educational practices and includes practice guides developed by the U.S. Department of Education's Institute of Education Sciences.

No media

No handouts